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them to the facts of our great national crises and international events of the present time.

In the latter part of the book two chapters are devoted to the changes in sea power especially as affecting the United States, which will follow the opening of the Panama Canal, and to an argument for fortifying the waterway. Another discusses the methods by which young officers are trained in the "war game" at the naval war college. The closing essay is a vigorous defense of the action of the United States at the time of the Panama revolution. Though the book lacks unity, as is to be expected in a work made up of articles originally unrelated, it is an excellent exposition of the point of view of an eminent man of military training and ideals toward the Peace Movement.

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MONROE, PAUL (Ed.). *A Cyclopaedia of Education*. Vol. III. Pp. xi, 682. Price, \$5.00. New York: Macmillan Company, 1912.

This volume, going from *Gai* to *Lib*, covers a number of important studies and educational themes, such as geometry, geography, Greek, history, household arts, industrial education, kindergarten and Latin.

The treatment of most of these is so good that one can but wish that it were better. We hear much of the past and present, it is true, but there is not much that points to the future. Foster Watson, for example, gives us the history of Latin grammar, and Lodge discusses the methods of teaching the subject in its traditional aspects, but nowhere does either of these gentlemen discuss what the modern man most wants to know—the future of this subject, its relations to the life and needs of to-day, the transformations that are necessary if the subject is to retain more than a mere antiquarian interest. It may be asked, why do we ever go to the cyclopedia? As this is at present constituted, it may be answered, we go not at all, except when we look for facts, as we look in dictionaries for the pronunciation and meaning of words. Perhaps the cyclopedia should be nothing but a reservoir of facts, but it might be something else—namely a source of insight, outlook and aspiration. The greatest thing in modern education is the transformation of old studies to serve new purposes, as is seen in language for use, mathematics for construction, geography for commerce and industry, the correlation of fine and useful arts, history to conserve economic ends, and so following. So powerful is this tendency that it may be predicted that those subjects that can not be thus transformed by selection of topics, methods of teaching and correlation with the things to which they should be related, will gradually disappear from the curriculum. We hear reiterated the old story that nothing is so good as Cæsar for the second-year students in the high school. Perhaps this is a lamentable fact from some standpoints, but what shall we say of the appropriateness of such material for womankind, and for boys whose interests are far removed from such topics. Shall simplicity of construction, diction, and so following, be forever the determining factors in the choice of a study. Must the second year of Latin always be a set of finger exercises, so to speak, for the mind?

Professor Knapp gives us a good account of the history of English grammar, but he gives small intimation that the greatest need of this subject is revolution, swift and sweeping if need be, but revolution at all events. He does not point out that our so-called English grammar is at present but a Latin graft on an English root, that it is consequently out of touch with English itself, and that it is, moreover, hopelessly behind both in psychology and logic. He does not show the confusion that has entered the subject because of these facts. When it is learned that out of twenty-five grammars fortuitously selected, Mr. Rounds finds nine different answers to the question, what is the construction of "good" in the sentence "He is good?" and eighteen for the same question about "red" in the sentence "We painted our barn red," we may surely conclude that the subject needs reconstruction in root and branch. It is not so much the abstract in grammar that is the cause of its difficulty, as the confusion that has arisen because of the present state of the subject. If a cyclopedia gave us help on such matters, it would be more widely used.

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PASSY, LOUIS. *Histoire de la Société Nationale d'Agriculture de France*. Vol. I, 1761-1793. Pp. 470. Paris: Philippe Renouard, 1912.

In 1911 the National Agricultural Society of France celebrated its one hundred and fiftieth anniversary. On that occasion the author, who is the permanent secretary of the society, announced that he was preparing a complete digest of the society's proceedings in two volumes. This is the first volume, which deals with the work and influence of the society from its origin in 1761 to the time of its temporary dissolution during the reign of terror in 1793.

While this volume, therefore, covers only a little more than thirty years of the 150 of the society's existence, it would seem to deal with the most interesting period of its history and certainly presents information which would be most difficult to secure unless one had complete access not only to the original minutes of the society and its published and unpublished memoirs, but also to the archives of the French government to which the author had frequently to resort for necessary information for filling gaps.

During the period of which this volume treats, the Society of Agriculture accomplished much for the improvement of French rural life. Many of its members possessed large estates on which they lived and where they experimented, coming to Paris to attend the meetings, present papers, and take part in discussions. It was through the efforts of one of its members, Parmentier, that the potato was successfully grown and became generally adopted for human food instead of being altogether used for live stock. Many of the problems of modern agriculture engrossed their attention, such as drainage of swamp lands, irrigation, fallowing, culture of meadow lands, testing different varieties of plants and various fertilizers, control of insect pests and plant diseases, improvement in farm implements particularly the plow, the breaking up of uncultivated land, the best methods of cultivating large plantations, soil analyses, progress in veterinary science, animal breeding, forestry, plant introduction